



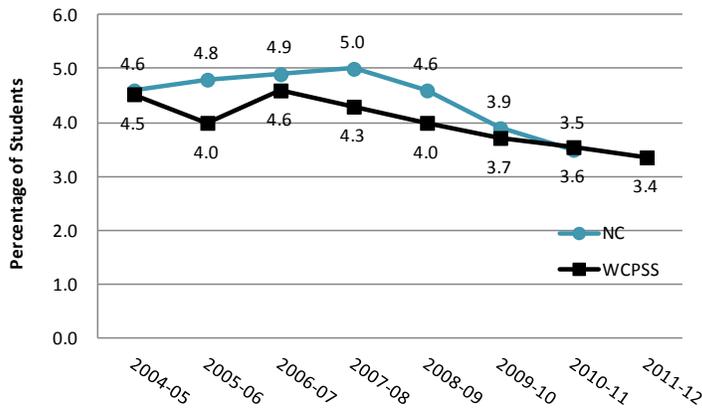
Promotion Retention Rates, 2011-12

Author: Colleen Paeplow, Ph.D.

Introduction

The Wake County Public School System's (WCPSS) retention rate has declined for the fifth year in a row. In 2011-12, only 3.4% of WCPSS students were retained in grade. While only a small percentage of students are retained each year, this represented nearly 5,000 WCPSS students in 2011-12. Although from 2004-05 to 2009-10 WCPSS had a lower rate of retention than North Carolina overall, the rates were roughly the same in 2010-11.

Figure 1
NC and WCPSS Retention Rates K-12
2002-03 to 2011-12



Data Source: 2006-07 to 2011-12 Retention, Promotion, Graduation (RPG) datasets and North Carolina Retention Rates (2012).

- Notes:
1. The 2011-12 state retention rate was not available at the time of this report.
 2. The state retention rates reflect students' status at the end of the summer while WCPSS' represent students' status at the end of the prior school year.

Abstract

The vast majority of WCPSS' students are promoted to the next grade level at the end of each school year. Only 3.4% of students were retained within grade in 2011-12; however, this rate varies considerably by grade, school level, school, and student subgroup.

High school students represent over three fourths of retained students with the highest retention at grades 9 and 10. For a high school student, retention may mean repeating as few as one course (rather than a full grade). Limited English proficient (LEP) students were three to four times as likely to be retained as non-LEP students in elementary, middle, and high school. This tripling of retention was most notable at the high school level, where nearly a third of LEP high school students were retained overall, including nearly 40% of LEP students in grade 9. Furthermore, approximately 20% of economically disadvantaged (ED) students and students with disabilities (SWD) were retained in high school.

Given the elevated retention rates within some grades and student subgroups, further investigation into retention is merited and planned.

Overall Results

Overall K-12 retention rates have declined 16.2% from 2006-07 to 2011-12. In 2011-12, the rate of in-grade retention varied considerably by grade level, school, school level, and student subgroup. High school students represented over three fourths of retained students. Across all three grade spans (elementary, middle, and high school), limited English proficient (LEP) students were three to four times as likely to be retained as non-LEP students while one in five students with disabilities (SWD) or economically disadvantaged (ED) students were retained in high school. Within WCPSS, final promotion retention decisions are made by principals. The decision to promote or retain a student is based on multiple criteria and is guided by the Promotion and Intervention Policy (5530). Additional information regarding the Promotion and Intervention Policy will be discussed following the results section of this report.

Results by Grade

An examination by grade revealed that the overall decrease in retention rates was driven by decreases in grades K-9, while in grades 10, 11, and 12, retention rates increased over the same time period. The largest decreases occurred in K-2, decreasing approximately 50% since 2006-07. This decrease is notable since retention in these early grades has historically been and continues to be higher compared to retention rates in the late elementary and middle school grades.

Table 1
Retentions by Grade 2006-07 to 2011-12

Grade	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		Percentage Point Difference	Percent Change
	n	%	n	%	n	%	n	%	n	%	n	%	06-07 to 11-12	06-07 to 11-12
K	480	4.2%	376	3.3%	398	3.4%	272	2.5%	232	2.0%	232	1.9%	2.3%	-51.7%
1	527	4.7%	474	4.0%	385	3.3%	324	2.7%	265	2.4%	254	2.1%	2.6%	-51.8%
2	278	2.6%	255	2.3%	246	2.1%	185	1.6%	195	1.6%	144	1.3%	1.3%	-48.2%
3	175	1.7%	134	1.2%	182	1.6%	145	1.2%	183	1.6%	107	0.9%	0.8%	-38.9%
4	82	0.8%	57	0.5%	71	0.7%	70	0.6%	60	0.5%	53	0.5%	0.4%	-35.4%
5	52	0.5%	51	0.5%	67	0.6%	51	0.5%	70	0.6%	45	0.4%	0.1%	-13.5%
K-5	1594	2.5%	1347	2.0%	1349	2.0%	1047	1.5%	1005	1.4%	835	1.2%	1.3%	-47.6%
6	84	0.9%	106	1.1%	79	0.8%	61	0.6%	62	0.6%	71	0.6%	0.3%	-15.5%
7	106	1.1%	120	1.2%	74	0.7%	93	0.9%	70	0.6%	95	0.9%	0.3%	-10.4%
8	119	1.2%	138	1.4%	123	1.2%	111	1.1%	150	1.4%	111	1.0%	0.2%	-6.7%
6-8	309	1.1%	364	1.2%	276	0.9%	265	0.8%	282	0.9%	277	0.8%	0.3%	-10.4%
9	2,013	19.5%	2,091	19.0%	1,941	17.2%	1,844	16.2%	1,681	15.2%	1,627	13.7%	5.8%	-19.2%
10	968	10.7%	953	10.5%	926	9.6%	956	9.6%	939	9.6%	1031	9.8%	0.9%	6.5%
11	598	7.3%	564	6.7%	580	6.9%	671	7.4%	695	7.4%	718	7.5%	-0.2%	20.1%
12	374	4.9%	380	4.7%	355	4.2%	385	4.5%	417	4.5%	418	4.4%	0.5%	11.8%
9-12	3,953	11.2%	3,988	10.9%	3,802	10.1%	3,856	9.9%	3,732	9.5%	3,794	9.1%	2.1%	-4.0%
Total	5,856	4.6%	5,699	4.3%	5,427	4.0%	5,168	3.7%	5,019	3.6%	4,906	3.4%	1.2%	-16.2%

Data Source: 2006-07 to 2011-12 WCPSS Retention, Promotion, Graduation (RPG) datasets

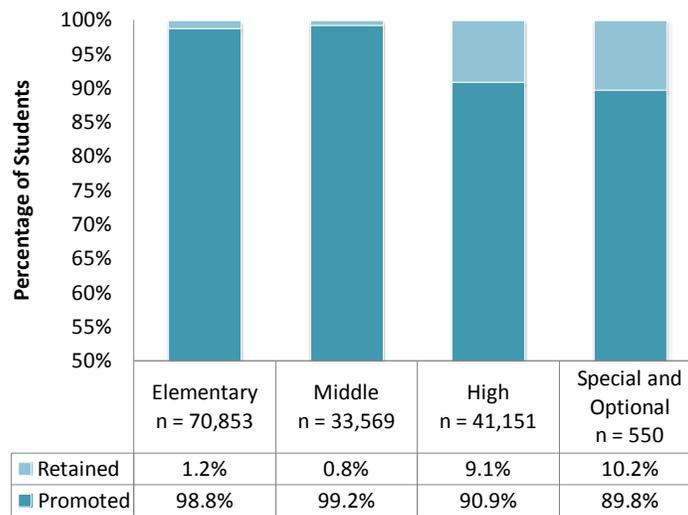
Note: Circled **Bolded** font indicates grade levels with the highest percentage change from 2006-07 to 2011-12.

Interpretation Example: The percentage of kindergarten students retained dropped from 4.2% in 06-07 to 1.9% in 11-12 a 2.3 percentage point decrease while the number of retained kindergarten students declined from 480 to 232 (51.7%).

Results by School Level

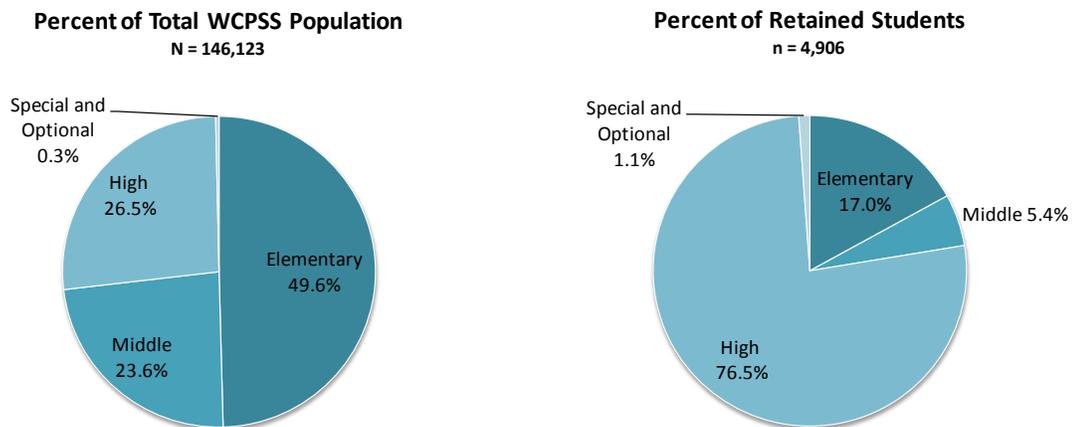
Across each grade span the vast majority of students were promoted to the next grade level in 2011-12 (see Figure 2). High school students disproportionately represent retained students. Although high school students represent just over one fourth of the WCPSS student population, they account for greater than three fourths of retained students (see Figure 3). Overall, special and optional schools also have higher than average retention rates (see Appendix A4).

Figure 2
 2011-12 WCPSS Promotion / Retention Rates by School Level



Data Source: 2011-12 Retention, Promotion, Graduation (RPG) dataset
 Note: The figure's y-axis displays percentages from 50%-100% so small percentages are visible.

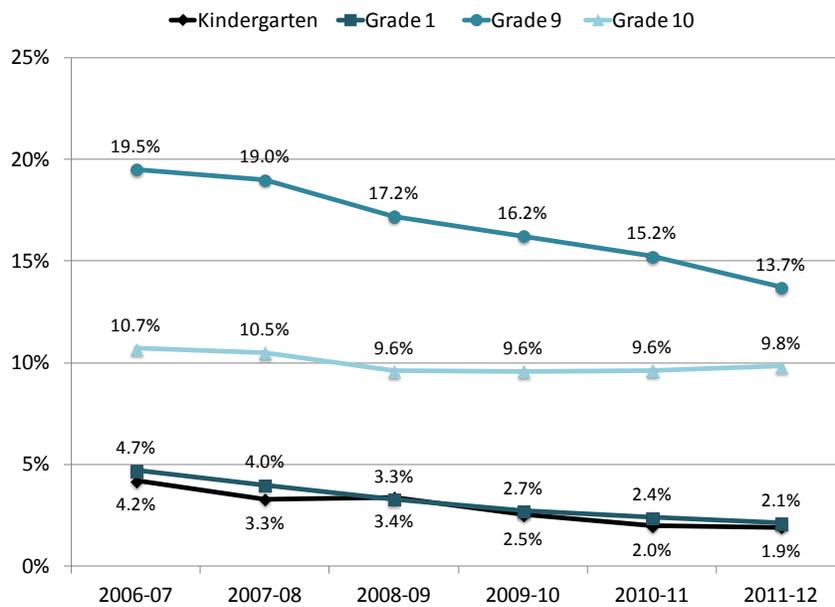
Figure 3
 2011-12 WCPSS Percentage of Total Student Population
 versus Percentage Retained by School Level



Data Source: 2011-12 Retention, Promotion, Graduation (RPG) dataset

Figure 4 displays the grade levels with the highest retention rates—grades 9 and 10 within high school and K-1 at the elementary level (middle school had the lowest retention rates, thus grades 6-8 are not included here). Although kindergarten and grade 1 have higher retention rates compared to other elementary and middle school grades, the retention rates at these grades are considerably lower than at grades 9 and 10. Grade 9 retention rates have declined the most in terms of percentage points since 2006-07.

Figure 4
 2006-07 to 2011-12 WCPSS Percentage of Retained Students:
 Grades with the Highest Retention Rates



Data Source: 2011-12 Retention, Promotion, Graduation (RPG) dataset

- Note:
1. y-axis = 0% - 25%
 2. Refer to Table 1 for number of students by grade level and year associated with each percentage.

Elementary School Results

K-5 retention rates declined 47.6%, from 2.5% in 2006-07 to 1.2% in 2011-12 (see Table 1). While the largest decreases were seen in kindergarten and grade 1, the 2011-12 retention rates at these grade levels remained higher than those in grades 2-5 (ranging from 0.4% in grade 5 to 2.1% in grade 1). Across the 104 elementary schools in 2011-12, retention rates ranged from 0 students (0%) to 28 students (5.6%) by school (see Appendix A1). Black/African American, Hispanic/Latino, ED, LEP, and SWD student subgroups had higher rates of retention than other student subgroups.

Elementary Results by NCLB Subgroups

At the elementary level, retention rates varied by ethnicity and among the student subgroups of LEP, ED, and SWD (see Table 2). American Indian, Black/African American, and Hispanic/Latino students had retention rates approximately four times higher than their White counterparts. ED students had retention rates five times that of non-ED students while LEP and SWD student subgroups had retention rates approximately four times that of subgroups of students without these academic risk factors.

Table 2
2011-12 Elementary School Retentions by Student Subgroup

	Promoted		Retained	
	Percent	Number	Percent	Number
American Indian	97.6%	201	2.4%	5
Asian	99.2%	4,724	0.8%	39
African Am/Black	98.1%	15,865	1.9%	302
Hispanic/Latino	97.7%	11,776	2.3%	279
Multiracial	99.3%	3,022	0.7%	22
Pacific Islander	100.0%	70	0.0%	0
White	99.5%	34,360	0.5%	188
LEP	96.6%	7,688	3.4%	269
ED	97.7%	26,121	2.3%	622
SWD	96.5%	8,549	3.5%	313
All	98.8%	70,018	1.2%	835

Data Source: 2011-12 Retention, Promotion, Graduation (RPG) dataset.

- Note:
1. **Bold** means highest retention percentages.
 2. LEP, ED, and SWD are not mutually exclusive categories; thus, students may appear in more than one of these student subgroups.

Middle School Results

Middle school retention rates were lower than elementary and high school rates. Similar to the elementary school level, the retention rates at the middle school level declined from 2006-07 to 2011-12 (see Table 1). The “by school” retention rates had the least amount of variance at the middle school level, ranging from 0.1% (1 student) to 3.8% (37 students) (see Appendix A2). The pattern of retention rates associated with student subgroups was similar to that at the elementary level—Black/African American, Hispanic/Latino, ED, LEP, and SWD student subgroups had higher rates of retention than other student subgroups.

Middle School Results by NCLB Subgroups

Although middle school retention rates were lower than rates at either the elementary or high school level, the pattern of retention rates by student subgroup remained consistent (although slightly less pronounced) with Black/African American and Hispanic/Latino students having retention rates approximately three times higher than their White counterparts (see Table 3). ED students had a retention rate five times that of non-ED students while the retention rate for SWD students was approximately four times that of non-SWD students; and LEP students had a retention rate approximately three times that of non-LEP students.

Table 3
2011-12 Middle School Retentions by Student Subgroup

	Promoted		Retained	
	Percent	Number	Percent	Number
American Indian	100.0%	110	0.0%	0
Asian	99.7%	2,095	0.3%	6
African Am/Black	98.7%	8,761	1.3%	119
Hispanic/Latino	98.7%	4,585	1.3%	59
Multiracial	99.4%	1,380	0.6%	8
Pacific Islander	100.0%	38	0.0%	0
White	99.6%	16,336	0.4%	72
LEP	98.1%	1,750	1.9%	34
ED	98.4%	12,032	1.6%	195
SWD	97.8%	5,045	2.2%	115
All	99.2%	33,305	0.8%	264

Data Source: 2011-12 Retention, Promotion, Graduation (RPG) dataset

- Note:
1. **Bold** means highest retention percentages.
 2. LEP, ED, and SWD are not mutually exclusive categories; thus, students may appear in more than one of these student subgroups.

High School Results

High school students represented over three fourths of retained students with the highest retention at grades 9 and 10 (see Figure 3). The “by school” retention rates had the greatest variance at the high school level ranging from 0% (0 students) to 15.6% (351 students) in 2011-12 (see Appendix A3). Although at the high school level, the patterns of retention rates among student subgroups were similar to those found at elementary and middle school levels, due to the high overall retention rate at the high school level this meant that approximately 30% of LEP students were retained in high school and nearly 40% of LEP students in grade 9. Additionally, approximately 20% of SWD and ED students were retained in high school (see Table 4).

High School Results by NCLB Subgroups

Similar to patterns at the elementary and middle school levels, the retention rates for American Indian, Black/African American, and Hispanic/Latino students were approximately four times higher than their White counterparts; retention rates for the ED and LEP student subgroups were approximately four times higher than those of student subgroups without these academic risk factors; and SWD students had retention rates three times those of non-SWD students (see Table 4).

Table 4
2011-12 High School Retentions by Student Subgroup

	Promoted		Retained	
	Percent	Number	Percent	Number
American Indian	83.5%	157	16.5%	31
Asian	96.5%	2,336	3.5%	84
African Am/Black	83.9%	9,026	16.1%	1,731
Hispanic/Latino	82.5%	4,159	17.5%	880
Multiracial	90.8%	1,623	9.2%	165
Pacific Islander	85.1%	40	14.9%	7
White	95.9%	20,059	4.1%	853
LEP	70.2%	1,118	29.8%	475
ED	80.3%	9,831	19.7%	2,418
SWD	78.4%	4,233	21.6%	1,163
All	90.9%	37,400	9.1%	3,751

Data Source: 2011-12 Retention, Promotion, Graduation (RPG) dataset

- Note:
1. **Bold** means highest retention percentages; of those the three highest percentages are circled.
 2. LEP, ED, and SWD are not mutually exclusive categories; thus, students may appear in more than one of these student subgroups.

WCPSS' Promotion and Intervention Policy

In order to understand how retention decisions are made, it is helpful to briefly review WCPSS' Promotion and Intervention Policy.

Promotion Requirements

In October of 2010, the North Carolina State Board of Education approved the elimination of the promotion gateways at grades 3, 5, 8, and high school; however, students continue to be required to meet district promotion requirements (North Carolina Department of Public Instruction, 2012). “[WCPSS’] Promotion standards are based on the belief that students should meet grade-level proficiency and graduation requirements in order to be promoted to the next grade level or to graduate from school” (WCPSS’ Promotion and Intervention Policy 5530). Within WCPSS, principals make the final determination to promote or retain a student based on multiple criteria—local assessments, standardized test scores, and final progress reports (WCPSS’ Promotion and Intervention R&P 5530). High school students are required to meet local and state graduation requirements which include demonstrating proficiency on state tests and credit accumulation in grades 9-12 (26 credits at schools on a block schedule, 22 credits for the Occupational Course of Study, or the state’s requirement of 21 credits for students attending alternative schools, schools on a non-block schedule, and early colleges). Along with the credit requirements, successful completion of specific “core” courses is required (WCPSS’ Promotion and Intervention Policy 5530). For example, students in grade 9 are required to pass English I, earn two credits in mathematics, social studies, or science, and one to three additional credits (depending on the school’s calendar) (High School Planning Guide 2011-2012). It should be noted that at the high school level, retention does not necessarily require a student to repeat the course work for the entire grade level. Since students may be retained in grade for failing to pass as few as one core course, these students can be promoted once the course(s) are successfully completed. In a block schedule, this means students could be promoted midyear.

Intervention

The Promotion and Intervention Policy is intended to “ensure that appropriate intervention is provided as early as possible for students who are identified as unlikely to meet the promotion standards” (WCPSS’ Promotion and Intervention Policy 5530). According to the Promotion and Intervention Policy (5530) and its associated rules and procedures (R&P), students performing below grade level are to be provided Personal Education Plans (PEPs), focused intervention strategies, and accelerated activities.

Conclusions/Discussion

The vast majority of WCPSS students are promoted to the next grade level each year. In 2011-12, the overall retention rate, which has declined for the past five years, fell to 3.4%. While the overall retention rate is relatively low, the rate of retention varies considerably by grade level, school, school level, and student subgroup, and a high number of students are impacted yearly (nearly 5,000). High school students account for the majority of retentions with the greatest number of retentions occurring at grades 9 and 10. At individual schools, retention rates ranged:

- 5.6 percentage points (0% to 5.6%) at the elementary level,
- 3.7 percentage points (0.1% to 3.8%) at the middle school level, and
- 15.6 percentage points (0% to 15.6%) at the high school level.

Black/African American, Hispanic/Latino, ED, LEP, and SWD student subgroups had higher rates of retention than other student subgroups. Across all three school levels, LEP and SWD students were three to four times as likely to be retained as students without these academic risk factors and ED students were four to five times as likely to be retained as non-ED students. The proportion of students within subgroups with elevated retention rates at each school most likely accounts for a portion of the by-school differences; however, the degree to which it is an explanatory factor would need to be examined further. Retention rates were highest for those with LEP, ED, and SWD risk factors identified. Of course, even for these student subgroups, most students were promoted.

This report illuminates patterns showing which student groups are most likely to struggle—information that should be used to guide further study of grade levels and student subgroups with high retention rates. It is imperative that we identify where our struggling students are most likely to stumble and provide them with the resources they need in order to achieve our ultimate goal of creating graduates prepared to be successful productive citizens. Beyond graduation rates, retention also impacts our system in other areas such as: increasing dropout rates and school capacity and assignment. Another consideration regarding the practice of in-grade retention is the number of national research studies that indicate retention does not lead to better outcomes for most students (Jimerson, 2001; Jimerson & Ferguson, 2007; Silbergliitt, Appleton, Burns, & Jimerson, 2006). Indeed, for students retained more than once there is a substantial increase in the likelihood they will drop out of school (Jimerson & Ferguson, 2007; Roderick, 1995). Thus, to best support struggling students we need to have additional information regarding interventions offered to retained students, as well as to struggling students who were promoted with interventions rather than retained.

Further study of retention at the high school level is needed since high school retention rates are not only significantly higher than elementary and middle school rates, but also represent a different experience in that students are repeating failed courses rather than an entire grade level. In order to understand how to support high school students and decrease retention rates at this level, an examination of course grades is needed. This information would help to determine which courses retained students are failing most often, and the extent to which they fall short of the required credits needed to progress to the next grade level. Knowing that our students are struggling within the first two years of high school is only the first step in understanding retention at the high school level. In order to clarify the degree to which retention is a factor in the graduation rate, it is necessary to examine which courses represent hurdles for our high school students and what resources are available to struggling students to get them back on track toward graduation.

Questions to Consider

Given the variation in retention rates, the value of the practice of retaining students should be examined further. Possible questions for further study include:

1. Of those considered for retention, how many are retained or promoted with intervention?
What interventions are they typically provided?
2. Are those who are retained more or less successful over time than those who are promoted?
3. Can we predict when retention is most likely to be beneficial?
4. What alternatives to retention are promising?
5. What are the patterns of course failure for retainees within grades 9 and 10?
6. What does current research show regarding the costs and benefits of retention?
7. Are the costs of retention generally worth the benefits in WCPSS?
8. What is the rate of retention in subsequent years for retainees in grades 9 and 10 compared to students not retained?

Data and Accountability department staff plans a spring 2013 study to explore some of these issues. Additional examination into retention and the interventions offered to retained students should be used to inform promotion retention decisions.

School staff can also consider the issue of whether their retention rates are in line with similar schools. This, of course, could also lead to a discussion of standards for grading, passing and failing courses, and supports that are in place for struggling students.

References

- Jimerson, S. R. (2001). Meta-analysis of grade retention research: Implications for practice in the 21st century. *School Psychology Review*, 30, 420-437.
- Jimerson, S. R., & Ferguson, P. (2007). A longitudinal study of grade retention: Academic and behavioral outcomes of retained students through adolescence. *School Psychology Quarterly*, 22, 314-339.
- North Carolina Department of Public Instruction. (2012). *North Carolina retention rates*. Retrieved from <http://apps.schools.nc.gov/pls/apex/f?p=1:11:0::NO::>
- North Carolina Department of Public Instruction. (2012). *Questions & answers: Elimination of the gateways*. Retrieved from <http://www.ncpublicschools.org/docs/accountability/policyoperations/exitstandards/gatewayfaq.pdf>
- Roderick, M. (1995). Grade retention and school dropout: Investigating the association. *American Educational Research Journal* 31(4), 729-759.
- Silberglitt, B., Appleton, J. J., Burns, M. K., & Jimerson, S. R. (2006). Examining the effects of grade retention on student reading performance: A longitudinal study. *Journal of School Psychology*, 44, 255-270.
- Wake County Public School System. (2012). *High school program planning guide 2011-2012*. Raleigh, NC: Wake County Public School System.
- Wake County Public School System. (2012). *Wake County Public School System promotion & intervention policy 5530*. Retrieved from <http://www.wcpss.net/policy-files/series/policies/5530-bp.html>

Table A1
2011-12 Promotion Retention by Elementary School

School	Promoted		Retained		Total
	percent	number	percent	number	
Adams Elementary	98.2%	802	1.8%	15	817
Alson Ridge Elementary	99.2%	648	0.8%	5	653
Apex Elementary	97.9%	666	2.1%	14	680
Aversboro Elementary	99.3%	434	0.7%	3	437
Baileywick Elementary	99.3%	429	0.7%	3	432
Ballentine Elementary	99.2%	624	0.8%	5	629
Banks Road Elementary	99.7%	686	0.3%	2	688
Barwell Elementary	98.1%	778	1.9%	15	793
Baucom Elementary	100.0%	947	0.0%	0	947
Brassfield Elementary	98.3%	757	1.7%	13	770
Brentwood Elementary	99.1%	456	0.9%	4	460
Briarcliff Elementary	98.0%	576	2.0%	12	588
Brier Creek Elementary	98.4%	848	1.6%	14	862
Brooks Elementary	99.2%	607	0.8%	5	612
Bugg Elementary	99.8%	572	0.2%	1	573
Carpenter Elementary	100.0%	699	0.0%	0	699
Carver Elementary	96.9%	404	3.1%	13	417
Cary Elementary	99.2%	524	0.8%	4	528
Cedar Fork Elementary	99.4%	818	0.6%	5	823
Combs Elementary	99.8%	883	0.2%	2	885
Conn Elementary	99.3%	604	0.7%	4	608
Creech Elementary	99.2%	601	0.8%	5	606
Davis Drive Elementary	99.4%	862	0.6%	5	867
Dillard Drive Elementary	99.2%	734	0.8%	6	740
Douglas Elementary	97.8%	681	2.2%	15	696
Durant Road Elementary	98.3%	1,014	1.7%	18	1,032
East Garner Elementary	99.5%	574	0.5%	3	577
Farmington Woods Elementary	98.3%	771	1.7%	13	784
Forest Pines Elementary	98.6%	648	1.4%	9	657
Forestville Road Elementary	99.2%	624	0.8%	5	629
Fox Road Elementary	99.6%	796	0.4%	3	799
Fuller Elementary	99.3%	538	0.7%	4	542
Fuquay-Varina Elementary	99.6%	725	0.4%	3	728
Green Elementary	95.9%	534	4.1%	23	557
Green Hope Elementary	99.8%	894	0.2%	2	896
Harris Creek Elementary	99.3%	837	0.7%	6	843
Herbert Akins Road Elementary	98.8%	852	1.2%	10	862
Heritage Elementary	99.7%	929	0.3%	3	932
Highcroft Drive Elementary	99.5%	815	0.5%	4	819
Hilburn Drive Elementary	99.1%	345	0.9%	3	348

Table A1 cont.
2011-12 Promotion Retention by Elementary School

School	Promoted		Retained		Total
	percent	number	percent	number	
Hodge Road Elementary	98.2%	649	1.8%	12	661
Holly Grove Elementary	99.1%	922	0.9%	8	930
Holly Ridge Elementary	98.6%	717	1.4%	10	727
Holly Springs Elementary	99.6%	1,113	0.5%	5	1,118
Hunter Elementary	98.7%	670	1.3%	9	679
Jeffreys Grove Elementary	99.3%	421	0.7%	3	424
Jones Dairy Elementary	98.2%	829	1.8%	15	844
Joyner Elementary	98.6%	688	1.4%	10	698
Kingswood Elementary	96.7%	347	3.3%	12	359
Knightdale Elementary	98.7%	690	1.3%	9	699
Lacy Elementary	97.4%	833	2.6%	22	855
Lake Myra Elementary	98.8%	574	1.2%	7	581
Laurel Park Elementary	99.8%	945	0.2%	2	947
Lead Mine Elementary	96.0%	507	4.0%	21	528
Leesville Road Elementary	98.3%	863	1.7%	15	878
Lincoln Heights Elementary	97.3%	459	2.8%	13	472
Lockhart Elementary	96.8%	641	3.2%	21	662
Lynn Road Elementary	99.5%	590	0.5%	3	593
Middle Creek Elementary	99.9%	919	0.1%	1	920
Millbrook Elementary	98.2%	796	1.9%	15	811
Mills Park Elementary	99.1%	1,010	0.9%	9	1,019
Morrisville Elementary	99.6%	768	0.4%	3	771
N Forest Pines Elementary	98.9%	871	1.1%	10	881
North Ridge Elementary	98.5%	711	1.5%	11	722
Northwoods Elementary	98.2%	546	1.8%	10	556
Oak Grove Elementary	99.1%	777	0.9%	7	784
Olds Elementary	100.0%	301	0.0%	0	301
Olive Chapel Elementary	99.6%	940	0.4%	4	944
Partnership Elementary	99.4%	327	0.6%	2	329
Penny Road Elementary	99.0%	595	1.0%	6	601
Pleasant Union Elementary	100.0%	665	0.0%	0	665
Poe Elementary	98.4%	360	1.6%	6	366
Powell Elementary	99.3%	399	0.8%	3	402
Rand Road Elementary	99.3%	549	0.7%	4	553
Reedy Creek Elementary	98.3%	691	1.7%	12	703
River Bend Elementary	98.8%	638	1.2%	8	646
Rolesville Elementary	98.6%	685	1.4%	10	695
Root Elementary	99.6%	454	0.4%	2	456
Salem Elementary	99.4%	912	0.7%	6	918
Sanford Creek Elementary	98.8%	678	1.2%	8	686

Table A1 cont.
2011-12 Promotion Retention by Elementary School

School	Promoted		Retained		Total
	percent	number	percent	number	
Smith Elementary	100.0%	622	0.0%	0	622
Stough Elementary	98.5%	582	1.5%	9	591
Swift Creek Elementary	98.0%	537	2.0%	11	548
Sycamore Creek Elementary	99.7%	1,039	0.3%	3	1,042
Timber Drive Elementary	98.4%	609	1.6%	10	619
Turner Creek Elementary	98.4%	876	1.6%	14	890
Underwood Elementary	99.6%	499	0.4%	2	501
Vance Elementary	99.3%	571	0.7%	4	575
Vandora Springs Elementary	98.0%	491	2.0%	10	501
Wake Forest Elementary	99.8%	641	0.2%	1	642
Wakefield Elementary	98.2%	715	1.8%	13	728
Wakelon Elementary	97.2%	553	2.8%	16	569
Walnut Creek Elementary	99.5%	865	0.5%	4	869
Washington Elementary	97.8%	586	2.2%	13	599
Weatherstone Elementary	99.5%	584	0.5%	3	587
Wendell Elementary	96.5%	436	3.5%	16	452
West Lake Elementary	99.8%	833	0.2%	2	835
Wilburn Elementary	97.7%	633	2.3%	15	648
Wildwood Forest Elementary	98.9%	856	1.2%	10	866
Wiley Elementary	100.0%	459	0.0%	0	459
Willow Springs Elementary	98.4%	918	1.6%	15	933
Yates Mill Elementary	98.2%	543	1.8%	10	553
York Elementary	97.5%	514	2.5%	13	527
Zebulon Elementary	94.4%	470	5.6%	28	498
Total	98.8%	70,018	1.2%	835	70,853

Data Source: 2011-12 Retention, Promotion, Graduation (RPG) dataset

Table A2
2011-12 Promotion Retention by Middle School

School	Promoted		Retained		Total
	percent	number	percent	number	
Apex Middle	99.9%	1,084	0.1%	1	1,085
Carnage Middle	98.3%	1,155	1.7%	20	1,175
Carroll Middle	98.8%	711	1.3%	9	720
Centennial Campus Middle	99.8%	631	0.2%	1	632
Daniels Middle	99.0%	1,146	1.0%	12	1,158
Davis Drive Middle	99.8%	1,185	0.3%	3	1,188
Dillard Drive Middle	98.5%	1,210	1.5%	18	1,228
Durant Road Middle	99.8%	1,459	0.2%	3	1,462
East Cary Middle	99.0%	717	1.0%	7	724
East Garner Middle	99.6%	1,292	0.4%	5	1,297
East Millbrook Middle	99.9%	1,179	0.1%	1	1,180
East Wake Middle	98.1%	951	1.9%	18	969
Fuquay-Varina Middle	99.1%	901	0.9%	8	909
Heritage Middle	99.7%	1,486	0.3%	4	1,490
Holly Grove Middle	99.9%	1,128	0.1%	1	1,129
Holly Ridge Middle	99.9%	1,048	0.1%	1	1,049
Leesville Road Middle	99.1%	1,158	0.9%	10	1,168
Ligon Middle	99.7%	1,084	0.3%	3	1,087
Lufkin Road Middle	99.9%	999	0.1%	1	1,000
Martin Middle	99.3%	1,029	0.7%	7	1,036
Mills Park Middle	99.9%	1,323	0.1%	1	1,324
Moore Square Middle	99.4%	492	0.6%	3	495
North Garner Middle	96.2%	948	3.8%	37	985
Reedy Creek Middle	99.2%	1,000	0.8%	8	1,008
Salem Middle	99.5%	1,115	0.5%	6	1,121
Wakefield Middle	99.1%	1,177	0.9%	11	1,188
Wendell Middle	98.7%	1,051	1.3%	14	1,065
West Cary Middle	99.2%	724	0.8%	6	730
West Lake Middle	99.8%	1,294	0.2%	3	1,297
West Millbrook Middle	99.1%	976	0.9%	9	985
WF-Rolesville Middle	98.8%	1,094	1.2%	13	1,107
Zebulon Middle	96.5%	558	3.5%	20	578
Total	99.2%	33,305	0.8%	264	33,569

Data Source: 2011-12 Retention, Promotion, Graduation (RPG) dataset

Table A3
2011-12 Promotion Retention by High School

School	Promoted		Retained		Total
	percent	number	percent	number	
Apex High	94.4%	2,204	5.6%	131	2,335
Athens Drive High	88.9%	1,684	11.1%	210	1,894
Broughton High	86.7%	1,832	13.3%	282	2,114
Cary High	91.9%	2,050	8.1%	180	2,230
E Wake High Sch of Engineering	88.2%	315	11.8%	42	357
E Wake Sch of Arts Educ and Global Studies	87.5%	330	12.5%	47	377
E Wake Sch of Health Sciences	90.7%	341	9.3%	35	376
E Wake Sch of Int. Technology	87.5%	279	12.5%	40	319
Enloe High	90.3%	2,277	9.8%	246	2,523
Fuquay-Varina High	90.3%	1,768	9.7%	190	1,958
Garner High	84.4%	1,905	15.6%	351	2,256
Green Hope High	98.6%	1,996	1.4%	29	2,025
Heritage High	86.5%	1,135	13.5%	177	1,312
Holly Springs High	95.8%	1,987	4.2%	88	2,075
Knightdale High	88.8%	1,461	11.2%	184	1,645
Leesville High	90.9%	1,933	9.1%	193	2,126
Middle Creek High	93.0%	1,685	7.0%	127	1,812
Millbrook High	92.0%	2,360	8.0%	206	2,566
Panther Creek High	96.1%	2,364	3.9%	95	2,459
S.E. Raleigh High	84.5%	1,387	15.5%	255	1,642
Sanderson High	85.5%	1,701	14.5%	289	1,990
Wake Early College	100.0%	251	0.0%	0	251
Wake NCSU STEM Early College	100.0%	54	0.0%	0	54
Wakefield High	91.2%	2,216	8.8%	213	2,429
WF-Rolesville High	93.0%	1,885	7.0%	141	2,026
Total	90.9%	37,400	9.1%	3,751	41,151

Data Source: 2011-12 Retention, Promotion, Graduation (RPG) dataset

Table A4
2011-12 Promotion Retention by Special and Optional School

School	Promoted		Retained		Total
	percent	number	percent	number	
Longview School	60.6%	60	39.4%	39	99
Mt. Vernon School	99.3%	148	0.7%	1	149
Phillips High	92.3%	192	7.7%	16	208
River Oaks Middle	100.0%	94	0.0%	0	94
Total	89.8%	494	10.2%	56	550

Data Source: 2011-12 Retention, Promotion, Graduation (RPG) dataset